

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

**Cover Sheet** Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Jeannie Forehand  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Robert Bassetti Elementary  
(As it should appear in the official records)

School Mailing Address 5749 Highway 277 South  
(If address is P.O. Box, also include street address)

Abilene Texas 79606-1701  
City State Zip Code+4 (9 digits total)

County Taylor State School Code Number\* 221-901-153

Telephone ( 325 ) 690-3720 Fax ( 325 ) 690-3731

Website/URL www.AbileneISD.org E-mail Jeannette.Forehand@AbileneISD.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date February 7, 2006

Name of Superintendent\* Dr. David Polnick  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Abilene Independent School District Tel.( 325 ) 677-1444

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date February 7, 2006

Name of School Board  
President or Chairperson Mrs. Susan King  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 7, 2006

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

<u>16</u>	Elementary schools
<u>5</u>	Middle schools
<u>0</u>	Junior high schools
<u>3</u>	High schools
<u>10</u>	Other <i>includes schools for special populations and alternative education</i>
<u>34</u>	TOTAL
  
2. District Per Pupil Expenditure: \$7,985 *from the 2004-2005 district AEIS report*  
 Average State Per Pupil Expenditure: \$8,916

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

<input type="checkbox"/>	Urban or large central city
<input checked="" type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural
  
4. 1 Number of years the principal has been in her/his position at this school.  
8 If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of September 30 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	69	73	<b>142</b>					
<b>1</b>	54	41	<b>95</b>		<b>4</b>	47	35	<b>82</b>
<b>2</b>	47	48	<b>95</b>		<b>5</b>	44	39	<b>83</b>
<b>3</b>	43	46	<b>89</b>		<b>Other **</b>	1	1	<b>2</b>
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>588</b>

\*\* Early Childhood Speech Only

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>60</u>         | % White                          |
| <u>18</u>         | % Black or African American      |
| <u>21</u>         | % Hispanic or Latino             |
| <u>0</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 33 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	105
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	89
(3)	Total of all transferred students [sum of rows (1) and (2)]	194
(4)	Total number of students in the school as of October 1	571
(5)	Total transferred students in row (3) divided by total students in row (4)	.339
(6)	Amount in row (5) multiplied by 100	33

8. Limited English Proficient students in the school: 2 %  
9 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: Spanish and Albanian

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 349

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %  
108 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>34</u>	_____
Special resource teachers/specialists	<u>9</u>	_____
Paraprofessionals	<u>19</u>	_____
Support staff	<u>4</u>	_____
Total number	<u>68</u>	_____

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	97 %	97 %	96 %	96 %
Daily teacher attendance	95 %	95 %	96 %	96 %	97 %
Teacher turnover rate	5 %	10 %	8 %	3 %	8 %

## **PART III - SUMMARY**

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Bassetti Elementary School is named for former Abilene educator, Robert Bassetti. Mr. Bassetti's mission in life was to help underprivileged students be all that they could be. His students, now adults, still remember his encouraging words, "Make the most of yourself . . . Be proud of who you are!" The teachers of Bassetti Elementary carry on his dream for our students.

A high level of mobility is the one factor that affects our students the most dramatically in terms of their academic progress. With five large apartment complexes, six trailer parks, and a large number of rental houses, our enrollment is a moving target! Many of our students are enrolled for a short time. Many of our students have been enrolled in a number of schools. It is typical for only 20-25% of students who start as kindergarten students at Bassetti to stay with us through the fifth grade.

This high level of mobility often allows for gaps in students' learning. Our teachers have been forced to perfect their diagnostic skills and make the most of every minute. We literally have no time to waste. While this call for urgency can make for a stressful atmosphere, our teachers work closely together to provide the richest possible environment for academic progress. Teachers know they are supported by their teaching teammates. This sense of "team" enables our teachers to work at this high level of determination during the year.

First of all, teachers collaborate to work with families in need. Mobility often brings with it a tough set of circumstances for a family. Until the physical needs of a family are addressed, academic progress is limited. Our counselor, working in collaboration with various agencies in Abilene, does an incredible job of making sure families are given the support they require.

Vertical teaming over the years has helped develop a cohesive kindergarten-fifth grade curriculum. Classroom visitations and cross grade level planning sessions are two of the ways in which we have provided opportunities for curriculum improvement. Our district has allowed us to spend a portion of our staff development hours each summer analyzing, aligning, and altering our instructional program. Our faculty constantly looks for ways to make better use of the time spent with students.

During school and after-school tutoring by faculty members at every grade level also promotes a team effort to meet academic needs. It is not unusual to find a kindergarten teacher working with one of her third grade tutoring students during her planning period!

We are most proud of the fact that the Bassetti Team includes every member of the faculty. Faculty members realize the importance of each individual's contribution to the school's goal. This faculty personifies the "It Takes A Village . . ." mentality on a daily basis. It does take the whole village.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The 2004-2005 Academic Excellence Indicator System (AEIS) Report gives Spring 2005 and Spring 2004 achievement data for all students who took the Reading/Language Arts Texas Assessment of Knowledge and Skills (TAKS) and Math TAKS in third-fifth grades by state, district, and individual campus. A scaled score of at least 2100 is identified as Meeting the Standard for passing as established

by the state on the 2005 assessment. Commended Performance is determined by a scaled score of 2400 or greater, equivalent to 90% and above. The AEIS Report also breaks the achievement data down by subgroups. Subgroups are only reported for a campus when there is a large enough number of students taking the test to protect confidentiality. The four subgroups reported for Bassetti Elementary are African American, Hispanic, White, and Economically Disadvantaged. The report makes it very easy to compare achievement to the previous year's progress in each of these categories. Probably the fact of which we are most proud is that our subgroups all scored within points of one another. There is no subgroup that is significantly lagging behind academically.

Campuses are also provided information by individual student and individual teacher for diagnostic and planning purposes. In years past, school personnel would spend many hours disaggregating this information "by hand." We have come to depend heavily on this information for staff development planning, program determination, and individual student plans.

As you can see on the Texas Education Agency's website, <http://www.tea.state.tx.us>, Bassetti's Reading/ELA scores went up a total of 6 percentage points when looking at all categories reported. The Math scores for Bassetti went up a total of 12 percentage points. Bassetti scored 14 percentage points higher than the state average and ten percentage points higher than our district average in Reading/ELA. Our Math scores were 26 percentage points higher than the state average and 12 percentage points higher than our district average.

Schools in Texas are rated as Exemplary, Recognized, Acceptable, or Low-Performing based on standards set by the Texas Accountability Rating System. These ratings are determined by the overall campus passing rate in each tested area. We at Bassetti are proud to have been rated Exemplary seven of the past eight years and feel this is a direct result of our dedicated staff helping each child reach their full potential.

## **2. Using Assessment Results:**

Teachers use assessment data to determine student placement, evaluate learning, plan appropriate instruction, and communicate student progress to parents.

Grade levels three through five each disaggregate TAKS data from the previous year. This analysis of objectives enables teachers to identify areas of strength and weakness. Teachers in kindergarten through second grades analyze the information provided from the Texas Primary Reading Inventory (TPRI) administrations. This data is used by teachers in planning and prioritizing instruction to meet individual needs.

The State Developed Alternative Assessment (SDAA) is administered annually to special education students at their appropriate instructional level, as determined by the Admission, Review, and Dismissal (ARD) committee. These test results are analyzed by teachers to assess progress and determine appropriate instructional placement for continued academic growth.

In grades one through five the Standardized Test for Assessment of Reading (STAR) diagnostic report is used to determine students' instructional reading levels. Monitoring this placement three times annually assists teachers in setting individual goals. As students achieve their goal, they are encouraged to read at a more challenging level.

During the year, third through fifth graders are given three benchmark tests each in reading and math. Similar benchmark testing is done for fourth grade writing and fifth grade science. These test results are analyzed, instruction is adjusted, and tutorials are provided as needed, based on student performance.

Technology-based curriculum programs are provided weekly through the computer lab. In grades three through five, Frontier Software is used in reading, math, and writing. It provides immediate feedback to the students and helps teachers monitor growth. Individual and class performance is charted and aids teachers in evaluating progress.

Teachers at Bassetti Elementary realize the importance of analyzing test data. Using it effectively provides valuable information that proves beneficial in enhancing student performance. The information is used in a variety of ways by teachers to plan and deliver effective classroom instruction.

### **3. Communicating Assessment Results:**

Communication is paramount at Bassetti because we want our students, parents, and the community to share in the accomplishments of our students. Each month the Bassetti Bear Facts newsletter is sent home to highlight upcoming events. This booklet is authored by grade level chairpersons, Physical Education instructors, Learning Resource Center specialist, principals, and art and music teachers. The document includes a calendar of events and field trips, grade level news, and congratulations to students for their good work. Daily notes are also sent home to remind or announce pertinent information to students and parents. Many of our teachers have classroom newsletters that are sent home on a regular basis.

Parents receive report cards every six weeks. Progress is monitored and communicated after the third week of the grading period. Many classroom teachers communicate daily through a take-home folder and graded work. Parent-teacher conferences are also used to share progress in a more personal setting, which allows for a relationship to form between the parent and teacher. E-mailing and calling parents are other forms of more personalized contact.

When it is “TAKS season”, our community is well aware of our students’ progress. Every student in the state taking TAKS receives a report card in the mail reviewing campus, district, and statewide TAKS results. Our counselor explains test results through individual student conferences. Each school’s results are published in the newspaper so the community can be informed of the district’s success. Banners are displayed on campus celebrating the school’s campus rating.

Every student participates in the Accelerated Reader (AR) Program. After each test, the child receives a Three Opportunities to Praise Students (TOPS) report that is sent home. AR points are displayed to celebrate student reading achievement. Bronze, silver, and gold medals are awarded for AR points. The children who reach one hundred points will attend a Midnight Madness event full of fun activities sponsored by the Learning Resource Center.

Information for the community is delivered in various forms. Events occurring at Bassetti are published in the “Chalkboard” section of the Abilene Reporter News. Local media is invited on campus to publicize our success and accomplishments. Anyone who drives by our school will also see information on our marquee in front of the school. Our campus website is accessed at [www.AbileneISD.org](http://www.AbileneISD.org).

### **4. Sharing Success:**

Having the opportunity to share our successes with other schools, educators, and their students will be a hallmark of becoming a Blue Ribbon School. Bassetti Elementary has always been welcoming, warm, and willing to help every student achieve success. Our school is named for Robert Bassetti, a mid-century Abilene educator who was continually connected to his students. Continuing this legacy, student accomplishments and successes are celebrated and shared.



An innovative program instituted by three fourth-grade Bassetti teachers has enjoyed exceptional success. The program is the Writing Workshop, involving a trained writing team of parents, retired teachers, student teachers, and all available staff. This workshop has been the catalyst for our soaring writing scores. We enthusiastically shared the strategies involved in a three-day Region XIV summer workshop.

Another successfully implemented program is Developmental Assets Building which is intended to develop positive assets within the curriculum. Bassetti has shared the program with other district campuses and administrators. Individually, our teachers steadily reach out to fellow educators, utilizing sharing sessions, e-mail, and grade level conferences. Teachers have provided newsletters, exhibited student artwork through the district and community, presented demonstrations, and served on district scope and sequence curriculum committees.

Bassetti shares a camaraderie with our student teachers from the three universities in our city – Hardin Simmons, McMurry, and Abilene Christian. These students move outward across our city, state, and nation, serving as our liaisons as they promote Bassetti’s consummate academic atmosphere.

What better advertisement could we utilize to communicate our school’s success than our own Bassetti Bears, who continually exemplify the academic and lifelong principles they have experienced while attending Bassetti Elementary School!

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The core curriculum of Bassetti Elementary is the Texas Essential Knowledge and Skills (TEKS) which is aligned with the TAKS. This document provides us with rigorous standards and a challenging curriculum across all grade levels and content areas. Throughout the curriculum, emphasis is placed on higher-level critical thinking skills and problem solving. Vertical and horizontal alignment assures curriculum stability. The district developed scope and sequence and suggested pacing charts provide a framework for the delivery of instruction. By meeting weekly and planning collaboratively, grade levels provide challenging activities that lead to student success.

The scope and sequence of instruction in language arts is geared to develop high levels of competency in reading and written language. Write Traits instruction is provided in grades one through five. Daily Oral Language is used campus-wide to scaffold instruction in writing mechanics and grammar. Prior to TAKS writing assessment, fourth graders participate weekly in Writing Workshop activities. Trained volunteers help students individually edit and revise writing projects, offer positive feedback, and act as personal cheerleaders. Students are also encouraged to participate in activities beyond the curriculum by entering essay contests, spelling bees, Reflections contests, etc. Particular attention is placed on a balanced approach to reading instruction. Attention to word identification and phonemic awareness is balanced with instructional strategies that promote comprehension skills. Daily instruction using Saxon Phonics is provided in grades K-2. A favorite activity for Bassetti students is the opportunity for Buddy Reading. Upper grades are paired with lower grades and meet frequently for one-on-one enrichment reading activities. Students in all grades are provided with a literature rich-environment. A unique opportunity for Abilene students is the National Center for Children’s Illustrated Literature (NCCIL). Teachers cherish time to read to students, explore class sets, and participate in the Accelerated Reader program. Student growth in language arts is achieved in a balanced program designed to foster success across content areas.

Math instruction is delivered with a high emphasis on active student learning and higher-level thinking skills. Development of these skills is essential as students progress through the increasingly more rigorous state curriculum requirements. Instruction includes a balance of conceptual understanding, connections to prior knowledge, skill proficiency, and problem-solving experiences. Because of Bassetti's mobility and our belief that practice is a necessary component for building skill proficiency and reviewing previously taught concepts, we utilize a variety of instructional materials at various grade levels. Saxon Math, Every Day Math Counts, Daily Oral Math, and Excel Math all ensure concept mastery through spiraling instruction. Hands-on materials are used to introduce new concepts and promote understanding.

Social studies is an integrated curriculum that provides students opportunities to better understand their world. Opportunities for critical thinking, research, role playing, data analysis, problem solving, discussion, and map analysis are all incorporated into this comprehensive curriculum. Field trips, guest speakers, and the use of technology enhance the social studies experience at all grade levels. Student interest and desire to become involved is evident in our student-initiated Kids to Save the Earth Club, Kash for Katrina drive, Coins for Cross Plains program, and various Make a Difference Day activities.

Bassetti provides a hands-on approach to teaching science. The scope and sequence and recommended pacing charts provided by the district enable grade levels to share materials and technology for a variety of science activities. Each grade level is provided with a Science Lab and materials necessary to provide students with numerous projects accompanying each unit. Field trips to the Morgan Jones Planetarium, Abilene Zoo, and May Farm enhance classroom instruction. Guest speakers including meteorologists, geologists, and veterinarians are invited to share their expertise with students.

The Bassetti physical education department is an integral part of our team. By working closely with classroom teachers, activities are planned to reinforce academic concepts. The curriculum focus is to develop healthy life style strategies. The Prudential Fitnessgram is used to evaluate students' physical fitness twice annually. Beyond the curriculum, Bassetti encourages participation in Jammin' Jumpers, a competitive jump rope team. Additional curriculum extension is evident by the number of students training and competing annually in Special Olympics.

Art, music, and theater arts curriculum provides an active learning environment at Bassetti. Students in kindergarten through fifth grade are encouraged to explore activities including singing, role playing, choreography, drama, painting, and sculpting. Multi-cultural instruction is incorporated as students learn songs, games and dances from around the world. Extension and enrichment opportunities are provided as students attend the Abilene Philharmonic concerts, Abilene Community Theater productions, Grace Museum arts exhibits, and Young Audiences artists in residence workshops.

## **2. Reading:**

Bassetti's reading curriculum is driven by the TEKS. In compliance with district policy, our state-adopted basal reading series is used at all grade levels to ensure consistency in sequential skill development. Saxon Phonics, a research-based program, is being used in K-2 classrooms. Further development of phonemic awareness, structural analysis, word pattern recognition, and fluency provides a balanced approach to reading instruction. Upper grades incorporate novels and class sets to capture student interest and motivate learning. Skill development, in this reading-rich environment, is evaluated through projects and student-generated products.

To help ensure our mission of lifelong learning, teachers provide various reading opportunities. The LRC Specialist promotes Mockingbird Books (unique to Abilene, TX) for K-2 readers and Bluebonnet Books

for students in third through fifth grades. All students participate in the Accelerated Reader Program. The emphasis on reading produces an average of 6,000 books in circulation through our LRC monthly. Incentives that are offered for students reading at home include the Six Flags Six-Hour Reading Club and the Pizza Hut Book-It Program. The NCCIL, an Abilene community resource, provides unique opportunities for students to experience the author/illustrator process. This is a great catalyst for students who want reading extensions. We believe that by choosing all of these varied approaches, our team can work together to help Bassetti students achieve our goal of becoming lifelong readers.

### **3. Fine Arts:**

Bassetti is one of two elementary schools in AISD that has full-time certified art and music teachers. The schoolwide collaboration in fine arts is providing Bassetti students with unique opportunities. Student artwork often enhances grade level music programs. Students have recently been involved in planning and building the set for our Christmas production. This program allows students with a variety of learning styles to successfully contribute to an overall product. Teaching to the multiple intelligences through our fine arts program enables all students, regardless of disability, academic success, or socioeconomic status to participate in a safe learning environment.

Students that are exposed to the fine arts are able to think and problem solve more effectively. The arts support and provide a foundation for the core subjects in the following ways: individual expression, critical thinking, visual perception, and divergent thinking.

Specifically, the visual arts program fosters imagination, teaches creative thinking and problem solving, and develops spatial reasoning, as well as organizational skills. Fine arts builds self-esteem through process and production, as well as critical analysis. Music programs and continuous exhibition of student art work in the halls of Bassetti and in off campus exhibits enhance the educational environment at our school, and encourage art appreciation from students, as well as staff.

### **4. Instructional Methods:**

The instructional methods used by the teachers at Bassetti are as varied as the students they are teaching; yet, they provide a stable learning process by being grounded in the TEKS objectives. Selection of the methods is determined through informal/formal assessments to determine the students' strengths and weaknesses and knowledge of subject matter. Individual needs and learning styles are considered in selecting appropriate instructional methods.

Due to the high mobility rate of our students and the learning gaps this presents, it is important for us to have a stable curriculum with structured, organized lessons and high impact teaching strategies. We use explicit instruction in reading because it provides a strong foundation for success. Scaffolding is used to allow new students to ease into the curriculum and makes transitions flow more smoothly. It also assists teachers as they meet the needs of struggling learners, as well as gifted students.

Key programs chosen by our staff (Saxon Phonics, Saxon Math, Excel Math, Every Day Math Counts, Multisensory Grammar) allow us to introduce new concepts and practice, review, and reinforce those previously taught concepts on a daily basis, incorporating visual, auditory, and kinesthetic instructional strategies. Student-centered instruction is demonstrated by Bassetti students working cooperatively, participating in independent study projects, and working in literacy stations. Teachers build interest and provide a safe environment for students to share without feeling the pressure of wrong answers through interactive instruction. Brainstorming/mindstorming offer students visual organizers, opportunities to problem solve, and are critical to our writing program. Readers' Theatre increases reading fluency in a fun, non-threatening atmosphere. Bassetti students are very diverse in learning styles. Therefore, the

teachers engage students through developing small and flexible groupings to provide hands-on experiences and concentrate on students' strengths and weaknesses. Teachers incorporate cooperative learning strategies to allow students to work together in completing projects, assist each other in learning, and to promote problem solving skills. Projects requiring discovery/experiential learning build higher order thinkers and problem solvers. Our outstanding fine arts programs, our student-centered LRC, multi-media presentations, and games such as "Who Wants To Be A Millionaire?" and "Jeopardy" reach all types of learners.

The entire staff of Bassetti elementary has a vision of success for each child who enters our doors. Each student has unique and special gifts, which must be opened, and we endeavor to deliver curriculum and instruction by employing the best research-based practices available to assure student success.

## **5. Professional Development:**

The staff at Bassetti believes in and models lifelong learning. This is demonstrated through the commitment to staff development by each member of our faculty. It is also evidenced because many of our teachers annually exceed the minimum required staff development hours.

Each student belongs to the entire school; therefore, collaboration is a hallmark of our campus. Teachers share books, strategies, innovative approaches, successes, and problems to extend our learning for the success of all students.

The Bassetti faculty averages 16 years of teaching experience. Teachers have been at Bassetti for an average of 8 years and 13 current staff members have been here since our doors opened to the community in 1992. This continuity and consistency provide stability for our students and their families. Many of our teachers hold degrees in specialized fields of education including Masters degrees in early childhood, early childhood special education, physical education, art, library science, administration, music, curriculum and instruction, reading, and speech pathology. In addition, several instructional classroom assistants have specialized training in special education, learning disabilities, behavior management, and individualized instruction. Two of our assistants have gone back to school and are becoming certified classroom teachers.

Members of the Bassetti teaching staff have spent their own time and resources to receive training in the latest effective teaching strategies and methods to ensure student success. Specific training and workshops attended include: the New Jersey Writing Project, Step-up-to-Writing, Write Traits (the entire staff), Read Well Write Well, Texas Observation Protocol, Strategies for ADD/ADHD, Successful Behavior Management by Bert Simmons (extensive 3-year training by the entire campus), Differentiated Instruction, Autism and Aspergers, Intel Teach to the Future, Teacher's Expectations Student Achievement, Trainer of Trainers, Multi-sensory Grammar, TPRI training, Children of Poverty, Reading Renaissance, MIT – Minds In Training, Latin in the Classroom, Seeing Reason Seminar, Multiple Intelligences and Teaching to the Multiple Intelligences, Education at the MET (Metropolitan Opera Guild), and Developmental Assets Building (all staff).

The staff attends training and shares the knowledge and techniques in staff meetings, and through weekly grade level planning, campus workshops, cross-level training, peer-coaching, and mentoring. Our campus also welcomes district trainers, Regions XIV Education Service Center specialists, and consultants from specialized fields such as behavior management to coach teachers and provide training to keep our staff on the cutting edge of the best educational practices. Continued professional development has enhanced our teaching practices and positively impacted students' success. Student achievement has been documented and demonstrated through our test scores on our state's assessments in all subject areas.

## PART VII - ASSESSMENT RESULTS

### *No Child Left Behind - Blue Ribbon School* Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

### State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb/Apr	Apr/June	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	> 99	98	98
% At Commended Performance	47	43	25
Number of students tested	79	61	65
Percent of total students tested	81	13	> 99
Number of students alternatively assessed	18	13	*
Percent of students alternatively assessed	18	17	< 1
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	> 99	97	> 99
% At Commended Performance	45	46	20
Number of Students Tested	51	35	15
2. African American			
% At or Above Met Standard	> 99	> 99	> 99
% At Commended Performance	39	40	23
Number of Students Tested	12	10	13
3. White			
% At or Above Met Standard	> 99	97	97
% At Commended Performance	57	45	22
Number of Students Tested	41	38	37
4. Hispanic			
% At or Above Met Standard	> 99	> 99	> 99
% At Commended Performance	28	40	42
Number of Students Tested	18	10	12

***No Child Left Behind - Blue Ribbon School***  
**Grade 3 Mathematics**

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	Apr	Apr	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	97	98	99
% At Commended Performance	39	28	26
Number of students tested	79	61	72
Percent of total students tested	83	82	91
Number of students alternatively assessed	16	13	7
Percent of students alternatively assessed	16	17	8
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	> 99	97	> 99
% At Commended Performance	35	20	24
Number of Students Tested	37	35	17
2. African American			
% At or Above Met Standard	85	> 99	> 99
% At Commended Performance	23	40	23
Number of Students Tested	13	10	13
3. White			
% At or Above Met Standard	> 99	> 99	98
% At Commended Performance	41	32	26
Number of Students Tested	46	38	43
4. Hispanic			
% At or Above Met Standard	> 99	90	> 99
% At Commended Performance	39	< 1	38
Number of Students Tested	18	10	13

***No Child Left Behind - Blue Ribbon School***  
**Grade 4 Reading (Language Arts or English)**

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	Apr	Apr	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	93	97	96
% At Commended Performance	28	16	21
Number of students tested	67	62	75
Percent of total students tested	80	81	92
Number of students alternatively assessed	16	14	*
Percent of students alternatively assessed	19	18	7
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	91	> 99	92
% At Commended Performance	24	35	12
Number of Students Tested	34	31	25
2. African American			
% At or Above Met Standard	> 99	> 99	91
% At Commended Performance	25	25	45
Number of Students Tested	12	*	11
3. White			
% At or Above Met Standard	88	> 99	95
% At Commended Performance	33	49	19
Number of Students Tested	43	43	43
4. Hispanic			
% At or Above Met Standard	> 99	> 99	> 99
% At Commended Performance	< 1	55	11
Number of Students Tested	10	11	18

***No Child Left Behind - Blue Ribbon School***  
**Grade 4 Mathematics**

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	Apr	Apr	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	96	97	95
% At Commended Performance	34	16	20
Number of students tested	67	64	79
Percent of total students tested	80	84	89
Number of students alternatively assessed	16	12	*
Percent of students alternatively assessed	19	15	10
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	94	97	85
% At Commended Performance	26	31	19
Number of Students Tested	34	32	27
2. African American			
% At or Above Met Standard	92	> 99	83
% At Commended Performance	25	33	25
Number of Students Tested	12	*	12
3. White			
% At or Above Met Standard	98	98	98
% At Commended Performance	44	43	22
Number of Students Tested	43	44	45
4. Hispanic			
% At or Above Met Standard	90	> 99	95
% At Commended Performance	< 1	18	11
Number of Students Tested	10	11	19



***No Child Left Behind - Blue Ribbon School***  
**Grade 5 Reading (Language Arts or English)**

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	Feb/Apr	Apr	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	98	88	93
% At Commended Performance	42	37	28
Number of students tested	63	68	60
Percent of total students tested	75	83	92
Number of students alternatively assessed	21	13	*
Percent of students alternatively assessed	25	16	7
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	> 99	82	91
% At Commended Performance	29	32	13
Number of Students Tested	17	28	23
2. African American			
% At or Above Met Standard	> 99	86	> 99
% At Commended Performance	20	57	< 1
Number of Students Tested	10	*	*
3. White			
% At or Above Met Standard	98	93	93
% At Commended Performance	48	37	27
Number of Students Tested	45	43	44
4. Hispanic			
% At or Above Met Standard	> 99	82	90
% At Commended Performance	38	29	50
Number of Students Tested	*	17	10

***No Child Left Behind - Blue Ribbon School***  
**Grade 5 Mathematics**

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	Apr	Apr	Apr
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	98	96	98
% At Commended Performance	43	56	15
Number of students tested	63	68	62
Percent of total students tested	74	82	91
Number of students alternatively assessed	22	14	*
Percent of students alternatively assessed	25	17	8
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	97	89	96
% At Commended Performance	31	39	8
Number of Students Tested	29	28	24
2. African American			
% At or Above Met Standard	> 99	86	> 99
% At Commended Performance	22	57	< 1
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	98	98	> 99
% At Commended Performance	47	54	16
Number of Students Tested	45	43	45
4. Hispanic			
% At or Above Met Standard	> 99	94	90
% At Commended Performance	44	59	20
Number of Students Tested	*	17	10